DOCUMENT RESUME

ED 184 966 SO 012 510

AUTHOR Travalini, Paul, Comp.: Stavros, Gwen
TITLE An Ethnic Studies Library.
INSTITUTION Michigan Ethnic Heritage Studies Center, Detroit.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
PUB DATE 75
NOTE 15p.; For related documents, see SO 012 507-514.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Annotated Bibliographies: Anthologies: Elementary Secondary Education: Essays: Ethnic Groups: Ethnicity: *Ethnic Studies: Folk Culture: Higher Education: Immigrants: Primary Sources: Research Reports: *Teacher Education
IDENTIFIERS Ethnic Heritage Studies Program Act

ABSTRACT

This annotated bibliography of ethnic studies materials is intended to be used in conjunction with a teacher education program. The collection of selected materials is designed to help elementary, secondary, and college teachers gain a greater understanding of the ethnic experience in the United States. Some of the items may also be used with senior high school students. Some materials deal with ethnicity in general and others with specific ethnic groups. Essays, anthologies, research studies, tips for teaching, folklore, and primary source materials are included. The annotations are both descriptive and evaluative and include suggestions for the use of the materials. To educators in Michigan, the materials are available through the Southeast Michigan Regional Ethnic Heritage Studies Center. (Author/RM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

James M Anderson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED184966

An Ethnic Studies Library

Compiled by Paul Travalini
Annotated by Gwen Stavros

SP 012 570

Southeast Michigan Regional Ethnic Heritage Studies Center

All rights reserved, including the right to reproduce this or portions thereof in any form. © 1975. Southeast Michigan Regional Ethnic Heritage Studies Center

Introduction

The Ethnic Studies Library described herein was selected to be used in conjunction with a teacher education program. It is designed to serve as a resource to the teacher in the development of curricular materials in ethnic studies.

The bibliography contains descriptive and evaluative annotations. Suggestions for use of the materials is included in each annotation. It is hoped that this collection will provide selective materials which will enable educators to gain a greater understanding of the ethnic experience in the United States. Many of the materials include ideas for preparing instructional programs in ethnic studies and may be used by teachers, librarians, college students and senior high school students.

This core library, in whole or in part, is available through the Southeast Michigan Regional Ethnic Heritage Studies Center.

An Ethnic Studies Library

Annis, Sheldon and Vinyard, Jo Ellen. *The Whole Eth Catalogue: People, Places and Organizations of Detroit's Ethnic Groups.* Monograph 5. Detroit Area Inter-Ethnic Studies Association. Detroit: Trainers of Teacher Trainers (TTT) Program, College of Education, Wayne State University and Detroit Public Schools, 1972. Unpaged.

A directory of resources, arranged alphabetically by ethnic group. Contains information identifying spokesmen, craftsmen, and cultural, recreational and educational facilities and institutions. Useful to teachers, librarians and students in locating local resources for an ethnic group.

Appel, John L. and Appel, Selma. *The Distorted Image: Stereotype and Caricature in American Popular Graphics 1850-1922.* Sound Slides. New York: Anti-Defamation League of B'nai B'rith, n.d.

This presentation includes sixty color slides in folders with written and cassette recorded narration and a discussion guide with lecture notes. Cartoons and illustrations from the years 1850-1922 reveal the extent of prejudice and the nature of stereotyping that affected all minority groups in the United States. Irish, Chinese, Jewish, Black, Italian and German stereotypes were perpetuated among the general public in magazine illustrations such as those photographed from issues of *Life*, *Harper's Monthly*, *Harper's Weekly*, *Puck* and *Judge*.

This is an excellent approach to the study of primary materials. The content of the presentation serves as material for discussion and analysis for in-service teachers, college and university students and high school students.

Aswad, Barbara C., ed. *Arabic Speaking Communities in American Cities.* New York: Center for Migration Studies. 1974. Soft cover, 191 pages.

This collection of essays, edited by an associate professor of anthropology, Wayne State University, covers Arabic speaking middle-eastern groups and the comparisons and contrasts between the types of communities in the United States: the ethnic enclave, ethnic neighborhoods and ethnic secondary communities. Many of the studies deal with communities in the Detroit region, one of the largest Arabic speaking communities in the United States. This work fills a gap in the literature of specific ethnic groups. It is especially important for teachers in the Detroit area. Contains bibliographies.

Banks, James A., ed. *Teaching Ethnic Studies: Concepts and Strategies.* Washington, D.C.: National Council for the Social Studies, 1973. Soft cover. 297 pages.

The 43rd yearbook of the National Council for the Social Studies opens with chapters on aspects of racism, cultural pluralism, and social justice based on insights from the social sciences. The chapters on teaching about various ethnic groups — Asian-American, Black, Mexican-American, American Indian and Puerto Rican cultures are followed by sections on white ethnic groups and a chapter on women.

This volume provides enough basic information to evaluate a social studies program for multi-ethnic content. Each chapter contains suggested teaching strategies, questions for evaluation and a bibliography.

Boyce, James H. *Community Research Needs: From the Perspective of Community Residents.* Monograph 2. Detroit Area Inter-Ethnic Studies Association. Detroit: Trainers of Teacher Trainers (TTT) Program, College of Education, Wayne State University and Detroit Public Schools.

This appraisal of research needs includes suggestions for community research, involvement and needs assessment. It focuses primarily on the subject of urban renewal, housing and services.

Clemmons, Geraldine, ed. *Ethnic Directory I: The Heritage of America.* Detroit: Southeastern Michigan Regional Ethnic Heritage Studies Center, 1973. Soft cover. 80 pages.

The first half of this directory contains a four part introduction by Wayne State University professor Otto Feinstein. Part I deals with the study of ethnicity as an approach to the goal of pluralism, part II presents an account of recent ethnic activities in Detroit; part III explains the organization and objectives of the South East Michigan Regional Ethnic Heritage Studies Center and its constituent units; Part IV reviews a systems approach toward pluralism.

The directory covers ethnic restaurants, stores, churches, institutions, organizations, newspapers, radio programs, and recipes. This information is arranged alphabetically by ethnic group within categories. The directory provides a necessary ready reference to sources of information and goods for most of the ethnic groups in the Detrit area.

Coffin, Tristam p. and Cohen, Hennig, eds. *Folklore in America: Tales, Songs, Superstitions, Proverbs, Riddles, Games, Folk Drama and Folk Festivals.* Anchor Books. Garden City, N.Y.: Doubleday, 1966. Soft cover. 256 pages.

Two well known authors of folklore materials have compiled material from the *Journal of American Folklore* into a collection of lore that encompasses folk literature, folklife, folk speech, folk songs and legendary figures. Ethnic origin is indicated in parentheses after each entry in the table of contents. The notes on sources are particularly useful for further investigation. An index of ethnic groups and localities with page references to the representative works of each regional and ethnic group provides a very useful tool for locating and organizing examples of a given group's folklore.

Deloria, Vine, Jr. *Custer Died for Your Sins.* New York: Avon, 1969. Soft cover. 272 pages.

The former executive director of the National Congress of American Indians writes about the Indian's situation in America. Attacking the forces that stereotype the Indian, the author also examines the differences between indian problems and those of other minority groups. A detailed examination and denouncement of termination, or implied integration, is a major contribution. The author, often writing in a witty and ironic style believes that "Indian people . . . should leave the past glories to historians and embark on an aggressive program of rebuilding . . . tribes." An important treatment of American Indians and their relationship with American society. Should help teachers to consider evaluation of materials in American history and government.

Detroit Area Ethnic Groups 1971. Map. (folded) Prepared in Cooperation with the Wayne State University — Detroit Public Schools Trainers of Teacher Trainers (TTT) Program. Cartography by John A. Wassell, supervised by Bryan Thompson. Dept. of Geography, Wayne State University, 1971. (1 map, 3 mimeo)

This color coded map of the residential distribution of the city's ethnic groups includes a legend indicating 50% or more of one group in the area's population. Area boundaries are (North): 14 Mile; (West): Inkster Road; (South): Pennsylvania; and (East) Detroit River and Lake St. Clair.

Includes 3 part mimeographed sheets with directions and interview sheet for creating a mapping project of one's own area. This serves as a model for such a project.

The Emerging Minorities; A Resource Guide for Teachers. Santa Barbara: American Bibliographic Center — Clio Press, 1972. 256 pages.

Prepared by the Santa Barbara County Board of Education, this guide is divided into sections by 4 major ethnic groups: Afro-Americans, Asian-Americans, Indian-Americans, and Mexican-Americans. Each section contains an historical overview, biographical sketches of leading members of each group, bibliography of sources and bibliographies for teachers and children's books. Appendices include a chronology of ethnic biography from 1400 to the present and an alphabetical subject index to the biographies. The most extensive material is contained in the biographical summaries.

Feinstein, Otto. *The Approaches and Uses of Ethnic Studies in the Education of Young Detroiters.* Monograph 6. Detroit Area Inter-Ethnic Studies Association. Detroit Trainers of Teacher Trainers (TTT) Program, College of Education, Wayne State University, and Detroit Public Schools, 1972. 21 pages.

An introduction to the background of the Ethnic Studies program offered in Detroit schools. This report includes three approaches to the study of ethnic groups in a school program.

Feinstein, Otto, ed. *Ethnic Groups in the City: Culture, Institutions, and Power.* Lexington, Mass.: Heath Lexington, 1971. 382 pages.

This collection of selections on ethnicity is edited by Professor Otto Feinstein of Wayne State University and Chairman of the Board of Directors, Southeastern Michigan Regional Ethnic Heritage Studies Center. Many of the selections are papers presented at the Detroit Conference on Ethnic Communities, 1970. The work is comprehensive, including selections on many groups not often represented in an anthology of this type. Institutions and power are also covered in the essays.

Valuable for teachers who wish to expand their knowledge of many of the Detroit area ethnic groups. A language instruction survey of the Detroit Metropolitan Area is included.

Feinstein, Otto. *Final Report: Ethnic Studies Project — Training Teacher Trainers.* Monograph 7. Detroit Area Inter-Ethnic Studies Association. Detroit: Trainers of Teacher Trainers (TTT) Program, College of Education, Wayne State University, 1972. 13 pages.

A report of goals, personnel, needs and expenditures in research and materials. Appendix includes program from Third Annual Conference of Ethnic Communities of Greater Detroit.

Feldstein, Stanley and Costello, Laurence, ed. *The Ordeal of Assimilation: A Documentary History of the White Working Class.* Anchor Books, Garden City, N.Y.: Doubleday, 1974. Soft cover. 500 pages.

This volume contains accounts of the conditions under which immigrants came to the United States and sought to establish a new life. The sources are personal narrative, public documents, journalistic accounts and contemporary publications and are combined with the editors' introductory material for each entry. Excellent source for a reference collection.

The First Detroiters. 16 mm film. Detroit: National Bank of Detroit, n.d.

This 30 minute color sound film is a photographic essay on the early French settlers in Detroit. Contrasting and comparing the topography, institutions and cultural landmarks of provincial regions in France, such as pont de Chartres (ponchetrain) and sites in and around Detroit, the camera moves from historic still prints to moving shots in Detroit and French towns today. Soft music and narration contribute to a peaceful view of Detroit's original settlers. A good resource for History of Michigan and early French immigration.

Franklin, John Hope; Pettigrew, Thomas; and Mack, Raymond W. *Ethnicity in American Life.* New York: Anti-Defamation League of B'nai B'rith, 1971. Soft cover. 47 pages.

Three well known human relations specialists discuss ethnicity from distinctive perspectives: historical, social psychological, and urban crisis. These perspectives embrace neither complete assimilation nor complete pluralism, but offer opinions and insights which help reasses the contributions of cultural diversity to a unified American society. A complimentary position to that of Andrew M. Greeley.

Galarza, Ernesto; Gallegos, Herman; and Samora, Julian. *Mexican-Americans in the Southwest.* Santa Barbara: McNally and Loften. Soft cover. 94 pages. Illustrated.

This account of the economic, cultural, political and educational conditions of Mexican-Americans in the Southwest is a result of a two year study. It is a report and analysis of the sources of upheaval for the Mexican-American minority, the division of power, and the relationship with the "anglo." The findings are interpreted with predictions for the future.

Gans, Herbert J. *The Urban Villagers: Group and Class in the Life of Italian-Americans.* New York: Free Press, 1962. Soft cover. 367 pages. Illustrated.

Written by a distinguished social empiricist, this report and analysis is the result of a participant-observer study of a Boston neighborhood, the West End. It is a well ordered and useful study of an Italian-American working-class community facing destruction under an urban redevelopment program. Gans, a sympathetic observer, describes the residents' way of life in detail and proposes how planners and developers ought to treat this subculture. A two-chapter epilogue deals with the redevelopment process and its impact. A provocative book for teachers, college and university students, and high school seniors.

Handlin, Oscar. *Out of Many: A Study Guide to Cultural Pluralism in the United States.* New York: Anti-Defamation League of B'nai B'rith, 1964. Soft cover. 32 pages.

A brief account of the nature of pluralism in American democracy by the Harvard historian who has produced many major works on immigration. Handlin maintains that the tradition of cultural pluralism in the United States is an expression of the American people's desire to retain freedom. A good background overview for teachers and high school seniors.

Handlin, Oscar. *Race and Nationality in American Life.* Anchor Books. Garden City, N.Y.: Doubleday, 1957. Soft cover. 226 pages.

This study of the origins of racism in the United States by a Pulitzer Prize winner is arranged in broad topics: race and exploitation, prejudice as idea and emotion, and today's minorities. Probing deeply into the history of American social life, this persuasively written collection of essays is an excellent compliment to *The Uprooted*, for use by teachers, college students and senior high students.

Handlin, Oscar. *The Uprooted: The Epic Story of the Great Migrations That Made the American People.* 2nd ed. Atlantic Monthly Press Book. Boston: Little, Brown, 1973. Soft cover. 333 pages.

This Pulitzer Prize winning history covers more than 200 years of American immigration, drawn from public records, sociological studies, newspapers, personal journals and letters. Such phenomena as steerage, quarantine, tenements, slums, ghettos, unions, languages and traditions are treated with great feeling. The focus of this history is the altering effects of immigration on the immigrants and the meaning of their experiences. This enlarged edition contains a supplemental chapter for the seventies and a bibliographic essay. Excellent notes.

Hartman, David W., ed. *Immigrants and Migrants: The Detroit Ethnic Experience. Ethnic Studies Reader. Journal of University Studies.* Vol. 10, Nos. 2, 3, 4. Detroit: New University Thought, 1974. Soft cover. 425 pages.

This collection of readings adds to the study and understanding of Detroit's ethnic groups. Selections dealing with social science views on ethnicity are followed by papers on individual ethnic groups with specific examples of ethnic communities in Detroit. A companion to the earlier *Ethnic Groups in the City*, this reference and classroom tool may be used as a comprehensive text or for individual readings.

Hernandez, Luis F. *A Forgotten American: A Resource Unit for Teachers on the Mexican-American.* New York: Anti-Defamation League of B'nai B'rith, 1969. Soft cover. 56 pages.

A brief survey of the historical-sociological background of the Mexican-American community is combined with guidelines for teaching Mexican-American students. Appendices include a chronology of Mexican history, Bibliography and sources of information. Especially useful for teachers of Mexican-American children.

Inglehart, Babett F. and Mangione, Anthony R. *The Image of Pluralism in American Literature: An Annotated Bibliography On The American Experience of European Ethnic Groups.* New York: Institute on Pluralism and Group Identity of the American Jewish Committee, 1974. Soft cover. 73 pages.

Originally prepared for the Conference on Multi-Ethnic Literature, Chicago State University, this selective annotated bibliography includes literature from eleven European-American ethnic groups: Armenian, Dutch, German, Greek, Hungarian, Irish, Italian, Jewish, Polish, Scandanavian, and Slovac. A bibliography of anthologies dealing with the white ethnic experience is followed by bibliographies alphabetically arranged by ethnic groups, each divided into literature of the group in America and history, biography and criticism. Symbols indicate works in print and in paperback. An excellent subject index is included. This concise, well written bibliography will be welcomed by teachers of English and social studies, librarians and all those with an interest in literature. It is an excellent and needed tool for selecting writings that mirror the experience of European-Americans.

Institute of Urban Life. *Minority Report: The Representations of Poles, Italians, Latins and Blacks in the Executive Suites of Chicago's Largest Corporations.* Chicago: The National Center for Urban Ethnic Affairs, n.d. 5 pages. Report.

This report of a study to investigate the extent to which members of four ethnic communities occupy board of directors or highest executive positions in 106 Chicago based corporations indicates that all four groups were grossly underrepresented.

Might be used with high school juniors and seniors to stimulate discussion of reasons for these findings and problems of equitable norms and quotas.

Kennedy, John Fitzgerald. *A Nation of Immigrants.* Rev. ed. Harper Torchbooks. New York: Harper and Row, 1964. 111 pages. Illustrated.

This revised and enlarged edition of an earlier publication was near completion at the time of President Kennedy's death. The material reviews the history of immigration, using historic data supplemented by concise commentaries on the contributions of all ethnic groups to the nation's economic and cultural life, with recommendations for the improvement of immigration policies. The text is well written, intended for the general reader. Appendices include a chronology of immigration, bibliography and the text of President Kennedy's proposal to liberalize immigration statutes. Will provide enjoyable and informative reading for teachers and college and senior high school students.

Marger, Martin. *The Force of Ethnicity: A Study of Urban Elites. Journal of University Studies.* Ethnic Monograph Series. Vol. X. Winter, 1974. Soft cover. 110 pages.

This study is concerned with the degree to which ethnicity impedes mobility into societal elites Detroit is the city selected for examination of the question — which ethnic groups were able to attain prestigious and powerful positions from 1900-1950? The sample includes Detroit's economic, political, labor and social elite. Differences are found between categories and among ethnic groups. A good source for creating a role playing simulation game for instruction in ethnicity and social mobility.

Meier, August and Rudwick, Elliott. *From Plantation to Ghetto.* Rev. ed. American Century Series. New York: Hill and Wang 1970. Soft cover. 340 pages.

An analytic and interpretive work on the Negro in America, by an historian and a sociologist, this book presents a sociocultural history from African backgrounds to contemporary civil-rights movement. The basic themes treated are influence of African heritage, motivations of white reformers, black nationalism, the Negro matrifocal family, and shifting strategies in the civil-rights movement. Excellent source for interpretation of Negro ideologies, the book concludes with a fine bibliographic essay.

Moquin, Wayne, ed. *Makers of America.* Ten Volumes. Chicago: Encyclopedia Britannica Educational Corporation, 1971. Illustrated.

Volume I: *The Firstimers, 1536-1800*
Volume II: *Builders of a New Nation, 1801-1848*
Volume III: *Seekers After Freedom, 1849-1870*
Volume IV: *Seekers After Wealth, 1871-1890*
Volume V: *Natives and Aliens, 1891-1903*
Volume VI: *The New Immigrants, 1904-1913*
Volume VII: *Hyphenated Americans, 1914-1924*
Volume VIII: *Children of the Melting Pot, 1925-1938*
Volume IX: *Refugees and Victims, 1939-1954*
Volume X: *Emergent Minorities, 1955-1970*

This set of documents contains primary source materials covering 85 different ethnic groups in 731 selections, 1,100 illustrations and a 435 year span of U.S. History. Arranged in chronological sequence, with introductions, the documents provide a fascinating view of history through personal narratives, journal entries, reports, addresses, speeches, articles, court decisions, and public documents. There is a balance of information by and about the ethnic groups that have come to this country. However, editor Wayne Moquin, author of numerous works in American History, cautions the reader not to look for easy answers to the questions of unity versus diversity.

Separate indexes to ethnic groups, proper names, topics, authors and sources and illustrations provide a number of entries to the documents. Teachers and librarians may wish to photocopy several copies of the index to ethnic groups. It is the most heavily used index and available to only one student at a time, since all indexes are included at the end of Volume X. The contents of these volumes provides excellent primary materials for use in the Social Science and English curricula.

National Project On Ethnic America. *The Group Factor in American Life. The Group Life Report.* No. 2. New York: Institute of Human Relations, 1972. 10 pages.

This issue of a newsletter is a selective annotated bibliography of books, articles and reports dealing with ethnic groups, working class women, and blue collar youth. It serves as an example of the fine bibliographic services of the American Jewish Committee Institute of Human Relations. Teachers and librarians interested in building collections of materials on cultural diversity will wish to consult the publications of the National Project on Ethnic America.

Nava, Julian. *Mexican-Americans: A Brief Look At Their History.* New York: Anti-Defamation League of B'nai B'rith, 1970. Soft cover. 55 pages. Illustrated.

The author of a recent junior high school text, *Mexican-Americans: Past, Present and Future,* traces the history of Mexican-Americans, while examining the distortions and stereotypes that still surround them. The point of view is hopeful rather than negative or overly optimistic. Includes a bibliography, illustrations and profiles of some leading Mexican-Americans. For teacher reference and use by senior high school students.

The Negro in American History. 3 Volumes. Encyclopedia Britannica Educational Corporation, 1972. Illustrated.
Vol. I: *Black Americans 1928-1971,* 468 pages
Vol. II: *A Taste of Freedom 1854-1927,* 452 pages
Vol. III: *Slaves and Masters 1567-1854,* 466 pages

This three volume set, under the general editorship of Mortimer J. Adler, contains a collection of 186 selections of source materials on the role of the black man in America. The selections, by 134 different authors with various points of view are arranged in reversed chronological order. Volume I contains topics ranging from Black power back to non-violence, civil rights movement, Supreme Court decisions, discrimination and prejudice by people such as Jesse Jackson, Stokley Carmichael, Marvin Luther King, E. Franklin Frazier, Gunnar Myrdal and Richard Wright. Volume II contains topics ranging from racism back to the color line, reconstruction, emancipation and civil war in original sources by people such as William Allen White, Frederick Douglass, Ku Klux Klan members, Abraham Lincoln and John Brown. Volume III contains topics ranging from the Great Compromise back to the underground railroad, abolitionists and slave trade, by people such as Ralph Waldo Emerson, Charles Sumner, Nat Turner, Thomas Jefferson and Benjamin Franklin. Each volume contains several black and white illustrations.

The selections are speeches, addresses, articles, editorials, letters, interviews, congressional and court records, documents, reports, songs, poems, and extracts. Each is prefaced with a headnote, a quotation with direct relationship to the selection. An excellent resource for teachers & high school students seeking primary sources contemporary to a given time or movement in the history of the black man in America.

Novak, Michael. *The Rise of the Unmeltable Ethnics: Politics and Culture in the Seventies.* New York, MacMillan, 1973. Soft cover, 376 pages.

This well-written popular study of white ethnics by a Professor of Philosophy and Religion, SUNY, examines and defends the positive distinctiveness of ethnic identification while pointing to the high price of conformity paid by those who accept the doctrines of Americanization and the superiority of the WASP culture.

Personal points of view have engendered some controversy and differing responses among critics and reviewers. However, the strength of the work lies in the author's insights into the behavior and motives of ethnic groups and in the comparisons and contrasts of the groups in relation to each other and to the "superculture." Recommend for all teachers and as material for evaluation and discussion for college and some senior high school students.

Seifer, Nancy. *Education and the New Pluralism: A Preliminary Survey of Recent Progress in the 50 States.* New York: Institute of Human Relations, 1973. 19 pages.

This speech was presented in Detroit by the Director of Community Relations, National Project on Ethnic America to the annual meeting of the National Coordinating Assembly on Ethnic Studies. It contains a review of the developments in state legislation and policy on ethnic study and comparisons of definitions of terms, variations in state guidelines and local programs. Includes recommendations for programs at state and local levels. For the teacher who is interested in adding ethnic studies to the curriculum.

Senior, Clarence. *The Puerto Ricans: Strangers - Then Neighbors.* Rev. ed. Chicago: Quadrangle, 1965. Soft cover. 128 pages.

The pattern of history and economic importance of immigration to the United States are reviewed with emphasis on recent Puerto Rican migration. The author maintains a hopeful position. Includes good bibliography.

Simon, Myron. *Ethnic Writers in America.* New York: Harcourt Brace Jovanovich. 1972. Soft cover. 512 pages.

The selctions in this book represent the literary work of members of various ethnic groups in America. The writings are arranged according to the evolutionary stages of modern American ethnic literature: early ethnic writers; voices of alienation and protest; ethnic writing comes of age. The various genre, essays, poetry, and short stories are represented within each period. Each work is prefaced by a biographical sketch of the author.

This anthology is an excellent addition to the English or Social Studies teacher's bookshelf and the junior and senior high school professional library. Discussion questions are included at the end of each chapter. May be used for treating an individual work or author or as a text in senior high school American Literature classes.

Stensland, Anna Lee. *Literature By and About the American Indian; An Annotated Bibliography for Junior and Senior High School Students.* National Council of Teachers of English, 1973. Soft cover. 208 pages.

A thoughtful introduction contains essays on reasons for the study of Indian authors and themes, "Indian Stereotypes in Literature," and "Criteria for Selection." The bibliography with annotations for several hundred books is arranged by genre, i.e. myths, drama and by subject, i.e. history, music. A study guide to 9 selected books is helpful in preparing a plan for detailed study of a particular title. A biography section offers biographical sketches of American Indian scholars and writers for ready reference. A suggested list of Basic Books for junior high school and senior high collections is followed by a list of sources of additional materials and a short but valuable directory of agencies which maintain and supply information and materials on the American Indian. Contains author and title indexes.

Wand, Hsin-Tu, David. *Asian-American Heritage: An Anthology of Prose and Poetry.* New York: Washington Square Press, 1974. Soft cover, 308 pages. Illustrated

An anthology of Asian-American and Polynesian-American literature, including short stories, poems, essays and excerpts from novels. A section of short biographical sketches, glossary of terms, and bibliography are included. This is a welcome addition to the library and teacher's bookshelf. Excellent for use in multi-ethnic approach to American literature.

Weller, Jack E. *Yesterday's People. Life in Contemporary Appalachia.* With the collaboration of The Council of the Southern Mountains, Inc. University of Kentucky press, 1965. Soft cover. 160 pages.

This book, written by a missionary minister to churches in Southern Appalachia, is an account and analysis of the life of the Appalachian, particularly the mountaineer, his family and social life. Writing first of the region's historical background, the Reverend Mr. Weller then approaches the cultural differences and values of this traditional society, presenting a striking comment on a value system in an isolated society and the ability to survive in a changing environment. A good resource for a beginning understanding of the Appalachian psychology and point of view.

Wenk, Michael; Tomasi, S. M.; and Baroni, Geno, eds. *Pieces of a Dream: The Ethnic Worker's Crisis With America.* New York: Center For Migration Studies, 1972. Soft cover. 212 pages. Illustrated.

This collection of 15 essays expresses the views of various writers confronting the new focus on ethnicity and the lives of ordinary Americans. Areas of concern include a realistic and accurate representation of American ethnic communities toward a national policy based on social reality. The new urban populism is based on creating new coalitions, strengthening economic positions of the lower middle income workers, distributing wealth equitably through tax reform and identifying character of

voters. The strengthening of communities through ethnic awareness, includes the blue collar ethnic class as a political force in reform.

Ethnic studies are viewed as a part of the new pluralism for learning personal identity, self respect and respect for others. The final essays treat ethnic succession and affirmative action and the problems of isolation through cultural identity versus the need for economic assililation.

A good source for teachers, especially those essays dealing with ethnic studies. Individual essays may be read by teachers, college & senior high school students as a specific example of evaluation and discussion.